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ABSTRACT

In the rapidly changing educational scene, a school administrator is frequently forced to abandon old responsibilities and assume new ones. Often, yesterday's top priorities are suddenly replaced by others more relevant to constantly shifting educational demands. In order to manage school improvements, administrators face the continuous need for acquiring new abilities. To perpetuate effective leadership a school district must provide a program whereby each of its administrators has an opportunity to participate in an individualized and continuous program of self-renewal. This paper reports the results of an individualized continuing education, and school climate improvement program for school administrators. It is addressed to superintendents, principals, area superintendents, coordinators, assistant superintendents, and others interested in self-, and school improvement processes. It is also designed for school administrators responsible for developing inservice education or administrative renewal programs for school district leadership personnel. (Author/WM)

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Organizing And Expanding The Individualized Continuing Education Program For Administrators In The Local School District

A CFK Ltd. OCCASIONAL PAPER
BY A TASK FORCE OF CFK Ltd. ASSOCIATES

ELIZABETH A. DILLON, CHAIRPERSON
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SPRING 1974

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ABOUT CFK LTD. AND CADRE

CFK Ltd. was founded in 1967 as a Denver-based philanthropic foundation dedicated to improving administrative leadership and the learning climate of elementary and secondary schools.

During 1967, schoolmen throughout the nation were asked to indicate significant problems in education being overlooked. Recurring themes cited were (1) providing school administrators with continuing education programs--lifelong, on-the-job learning programs, (2) improving the quality of the school's "climate" or total environment for learning, and (3) annually assessing how the public views its schools.

In lieu of the traditional foundation grantor-grantee relationship, CFK Ltd. developed a professional association of educators. Because the foundation existed to be of service to public education, all CFK Ltd. programs were determined and developed by educators. CFK Ltd. appointed eighty public school and university educators throughout the nation as Associates. They assisted in developing the foundation's character, policies, and programs, and most directed CFK Ltd. related programs within forty-five participating school systems.

Having largely accomplished its goals, in mid-1974 CFK Ltd. concluded its activities as a foundation. A professional organization of most of the educators associated with CFK Ltd. continue many of the foundation's endeavors. The organization is the Collegial Association for the Development and Renewal of Educators--CADRE.

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ABOUT THIS OCCASIONAL PAPER

In a rapidly changing educational scene, today's school administrator frequently is forced to abandon old responsibilities and assume new ones. Often, what were yesterday's top priorities are suddenly replaced by others more relevant to constantly shifting educational demands. In order to manage school improvements, administrators face the continuous need for acquiring new abilities.

To perpetuate effective leadership a school district must provide a program whereby each of its administrators has an opportunity to participate in an individualized and continuous program of self-renewal.

This Occasional Paper is for superintendents, principals, area superintendents, coordinators, assistant superintendents and others interested in self and school improvement processes. It is also designed for school administrators responsible for developing inservice education or administrative renewal programs for school district leadership personnel.

This paper is one of a series of CFK Ltd. Occasional Papers reporting results of individualized continuing education programs for school administrators and school climate improvement programs. The papers in this series are referred to throughout, and the complete list appears in Appendix A.

This paper is not merely the figment of the authors' imaginations. It is based on the practices of school districts throughout the nation which are actually operating administrator renewal programs in association with CFK Ltd.

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ORGANIZING AND EXPANDING THE INDIVIDUALIZED CONTINUING EDUCATION PROGRAM FOR ADMINISTRATORS IN THE LOCAL SCHOOL DISTRICT

DESCRIPTION OF INDIVIDUALIZED ADMINISTRATOR RENEWAL PROGRAMS

Since 1968, some fifty school systems throughout the nation, in association with CFK Ltd., have worked for school improvement through an individualized administrator renewal program for district leaders. The immediate focus has been on administrator renewal, with the larger focus on the advancement of society through the improvement of schools and their climates.

Participating school systems are currently developing:

--Individualized Continuing Education (ICE) programs for school administrators.

--School climate improvement programs developed through individual continuing education (ICE) and collegial team processes with emphasis on the Principal as the School's Climate Leader (PASCL).

ICE and PASCL are vehicles for improving administrators and school climate. They are unique and significant concepts for the improvement of education and they offer processes an administrator can use which directly link professional growth to planned school improvement projects. ICE and PASCL assist an administrator in using new knowledge about education and, specifically, in fulfilling on-the-job his or her most important responsibility which is to continuously provide leadership for the development of a better school.

ICE and PASCL programs are based on these concepts:

--Because schools are dynamic, the people in them continually need to improve their functions and services.

--The basic job of the school administrator is to provide leadership for planned school improvements.

--In the development of school or school district improvement projects, the school administrator makes the difference between success and failure.

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For example:

> Faculties that move rapidly from theory to practice are led by self-directed, change-oriented administrators. Very simply stated, the principal knows where he is going. He reads widely, listens to teachers and other experts, and reflects on the pressures that come from many sources. He has developed a philosophy of education.[1]

--The school administrator, to accomplish his reason for being, needs the opportunity to be involved in a program of individualized continuing education which is organized and operated for his benefit by the school district.

--The program, to be successful, must be productive in terms of school and/or administrator self-improvement projects, and satisfying in terms of the individual needs of each participant.

HOW THIS OCCASIONAL PAPER CAN HELP YOU

Given the results and experiences of the school districts which have been associated with the administrator renewal programs supported by CFK Ltd., this paper has two purposes:

1. To show the reader how to develop in his or her school district an individualized administrator renewal program.

2. To assist school districts already having some form of administrator renewal program in refining and expanding the efforts currently underway.

While the authors believe this paper will be useful to all educators interested in continuing education processes, they believe it will be particularly useful to the school administrators interested in or charged with the responsibility for developing district-wide renewal programs for educators.

In order to make the paper as useful as possible to those districts interested in initiating or expanding a self improvement program for administrators, the paper has been

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[1]Lloyd J. Trump, et. al. "Secondary Education and Human Resources," The Bulletin of the National Association of Secondary School Principals, Vol. 51, May, 1967, p. 83.

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organized around a series of steps designed to provide a pragmatic plan for developing and refining a local school district administrator development program. The steps which are outlined are:

PHASE I. INITIATING THE PILOT PROGRAM

Step 1. Recognize the Need

Step 2. Identify Leadership Roles

- a. Superintendent or Central Office Administration
- b. District Coordinator
- c. Collegial Team Leader/Participant

Step 3. Assign PHASE I Team Leader Responsibilities

- a. Communication
- b. Recruit PHASE I (Pilot) Team
- c. Establish Direction
- d. Organize and Conduct Team Activities
- e. Establish Time Frames
- f. Keep Records
- g. Evaluate and Refine

PHASE II. MAINTAINING THE ICE PROGRAM IN THE DISTRICT

Step 1. Evaluate the Quality of Leadership, PHASE I

Step 2. Evaluate the Effectiveness of PHASE I ICE Program

PHASE III. EXPANDING THE ICE PROGRAM IN THE LOCAL DISTRICT

Step 1. Establish District-Wide Leadership

Step 2. Enlist Wider Participation

Step 3. Form New Groups, Utilizing Members of Initial Group as Leaders

Step 4. Maintaining Ongoing Staff Development for Leaders

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Step 5. Provide for Communication Between Teams

Step 6. Review, Re-Evaluate, Refine

ORGANIZING AND EXPANDING THE INDIVIDUALIZED CONTINUING EDUCATION PROGRAM FOR ADMINISTRATORS IN THE LOCAL SCHOOL DISTRICT

OPERATIONAL GUIDELINES

PHASE I. INITIATING THE PROGRAM

Step 1. Recognize the Need

It seems unnecessary to note that someone has to be concerned enough to do something before any program gets underway, but too often administrator development programs don't get started in school districts because no one feels such a program is important or necessary. Superintendents erroneously assume that district and building administrators are finished products (or should be) as a result of their graduate education. Administrators are reluctant to speak out about their own feelings of inadequacy and frustration for fear of loss of status or danger to job security.

It is the purpose of this paper to provide guidelines for the development of a district-wide program tailored to the on-the-job needs of administrators which are continuous and which enable them to meet the rigorous and changing pressures which are challenging facts of life in education today.

Experience with the CFK Ltd. related districts has shown that leadership for a program for individualized continuing education (ICE) for administrators in a local district can come from any level of administration, but that some motivating force is essential. In some districts the program has been established at the top levels of administration, with the superintendent taking a strong leadership role. In others, individual building principals have organized informally to assist each other in the development and implementation of personal and professional growth plans. Both have been successful. The key is that somebody felt the need and determined to do something about it.

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Step 2. Identify Leadership Roles

In the initiation stage of a district administrator development program, it may be useful to identify three levels of leadership involvement and responsibility: a) the Superintendent and Central Administration, b) the District Program Coordinator, and c) the Collegial Team Leader.

a. Superintendent and Central Administration

As in most district programs, the chances for commitment to a program designed to improve the personal and professional competency of district administrators will be greatly enhanced if the superintendent and/or key central administration office personnel are integrally involved in the program from its inception. The top management of the system then has a personal investment in the program and concern for its outcome. The program has substantially greater chance for success if these individuals actively support and are themselves actually involved in the activities designed to improve overall administrative effectiveness in the district.[2] Districts affiliated with the CFK Ltd. ICE programs have observed that the superintendent's role tends to take one of the following forms: 1) active involvement or even personal direction, 2) interest and support but little personal involvement, and 3) benign neglect. Seldom does a superintendent actively oppose efforts toward professional self-improvement on the part of district administrators, and an ICE program can, and does, function effectively under any of the described conditions. When individuals other than the superintendent are interested in initiating a program such as ICE in a local district, it is good procedure (and common sense) to keep the central administration as well informed and supportive as possible, but it is not essential to the success of the program. In some cases benign neglect may provide opportunity for freedom, autonomy and creativity.

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[2]Richard Bechard. Organization Development: Strategies and Goals, Reading Mass.: Addison-Wesley Publishing Co., 1969, p. 10.

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b. District Program Coordinator

Where there is potential for a number of ICE collegial teams* to operate within a district, it may be advisable to consider the designation of a potential district program coordinator. This may be a building principal, an elementary or secondary school director or supervisor, a director of staff development, or any other individual in the district who is strongly oriented toward the need for administrator self improvement. The selection of this individual may be assigned by the superintendent, or it may be as unstructured as an informal leadership agreement within a small group of administrators who voluntarily assist each other with the accomplishment of their self-improvement plans. The essential element is the assumption of leadership responsibility by some specific and highly motivated individual during the initiation phase of the program.

c. The PHASE I ICE Collegial Team Leader/Participant

During the initial phase of the ICE program, the district coordinator may also be the ICE pilot team leader. The success or failure of this particular leadership role during the initiation phase in the development of the ICE program is crucial to the subsequent success or failure of the entire program. Consequently, it may be wise to consider the leadership qualities which seem most essential in those who are directly responsible for satisfactory implementation of an administrator development program.

In the ICE program, the leader serves more as a facilitator than as a director or instructor. His efforts should be focused on meaningful involvement or participants, continuous encouragement, search for adequate material and human resources, and continuous process evaluation. The following characteristics have been identified as desirable indicators of ICE leadership potential:

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*For a description of the collegial team concept, see the CFK Ltd. Occasional Paper by Vivial Geddes, Administrator Renewal: The Leadership Role in Collegial Team Development. (See Appendix A.)

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Credibility as a Leader

Indicators:

--Other individuals in the district have confidence in and respect for the leader, based on past evidence of successful leadership.

--The leader has high personal expectations and consistently works to meet them.

--The leader operates effectively with a variety of people, and is able to accept different points of view.

--The leader has integrity--is fair and reasonable.

--The leader communicates well, and follows through on what is promised.

--The leader can delegate responsibility and promote the program without being directly involved at all points.

--The leader displays flexible behavior--acting in a logical manner in varying circumstances.

--The leader listens and accurately perceives what people are saying.

--The leader uses appropriate questioning and clarification techniques to identify and solve problems which arise in the ICE program.

--The leader is able to achieve a working consensus when there are opposing viewpoints.

--The leader is not damaged by failure, but sees it as a learning experience, using it to design and try new ideas.

Interest in the Concept of Individualized Continuing Education for Administrators

Indicators:

--The leader has a strong personal commitment to his own continuing education as a school administrator and is willing to participate by developing his own personal growth plan.

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--The leader knows ways to maintain interest and direction for a program of professional improvement for administrators in spite of obstacles or discouragement.

--The leader has an understanding of the importance of the ICE concept and accepts the leadership role associated with beginning, maintaining, or expanding a district program designed to continuously improve administrator effectiveness.

--The leader has an appreciation for and/or a background in individualized learning.

--The leader knows how to help individuals find or develop programs for self-improvement.

Team Member/Leader

Indicators:

--The leader sees himself more as a participant in the learning group than as a director of it and works well with peers.

--The leader emphasizes his role as a participant in the learning process rather than as a director, by soliciting help or suggestions from the team, thus setting a climate in which participants are not concerned about appearing less than capable before their colleagues.

--The leader likes people.

--The leader gets people to work well together.

--The leader is capable of incorporating divergent viewpoints into a group effort which is harmonious and productive.

--The leader is interested in the other adults with whom he is working and makes a determined effort to know them well.

--The leader is able to provide assistance to his colleagues without appearing superior.

--The leader effectively involves participants, understands and uses process skills.

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Humane/Ethical/Objective

Indicators:

--The leader respects all people as having value.

--The leader is psychologically secure enough that he has little need to dominate situation.

--The leader has high ideals and does what he sees as right even though it may not be to his/her advantage.

--The leader is understanding and shows kindness to others.

--The leader consistently abides by the spirit or the intention of an agreement.

--The leader analyzes the situation, and knows how to identify and introduce alternative courses of action.

--The leader demonstrates ability to plan, involve, influence others, and push toward accomplishment of the stated task without resorting to an authoritarian approach.

--The leader can outline a program, demonstrate or teach it, or provide and support others who teach it.

Self-Starting/Aggressive/Enthusiastic

Indicators:

--The leader initiates activities and carries them through on his own.

--The leader has confidence in his own ability.

--The leader generates many ideas.

--The leader tackles a job personally when appropriate.

--The leader recognizes opportunities and takes advantage of them.

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--The leader is articulate in arguing for a course of action when appropriate.

--The leader is not afraid to try new ideas and programs.

--The leader thinks positively.

--The leader is committed to the ICE concept, and expresses enthusiasm both orally and by attitude.

--The leader has a high energy level.

--The leader is persuasive.

In summary, an ICE program must have leadership. The leader or leaders must be capable, forward thinking, willing to listen, able to perceive when and how to act. The leader must be able to acquire and direct resources and be able to inspire enthusiasm and initiative on the part of the learning participants. No one individual is likely to possess all the qualities indicated, but those chosen for leadership positions should be aware of the need for these skills and attitudes and should be willing and eager to continue to improve their personal effectiveness as a part of the ICE program.

Step 3. Assign PHASE I Team Leader Responsibilities

As important as the selection of the district coordinator is, what this leader does is equally important. Warren Bennes summarizes this type of role: "...(1) understanding, mutual agreement and identification regarding the goals of the group, (2) open communication, (3) mutual trust, (4) mutual support, (5) effective management of conflict, (6) developing a selective and appropriate use of the team concept, (7) utilizing appropriate member skills, and (8) developing appropriate leadership."[3]

During the crucial PHASE I, which provides the pilot program for subsequent administrator development activities, the pilot team leader (or district coordinator) should perform the following functions:

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[3]Warren Bennes. Organizational Development: Nature, Origins and Prospects. Reading, Mass.: Addison-Wesley Publishing Co., 1969, p. 14.

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a. Communication with the Superintendent

The pilot team leader (district coordinator) should communicate regularly with the superintendent's office for the purpose of obtaining and maintaining necessary resources (fiscal, physical, and human) to provide program support.

b. Recruitment of PHASE I (Pilot Program) Team Members

Ideally, the pilot program team members would participate only on a volunteer basis, and the group would initially involve those administrators who express a strong concern for continuing self-improvement. The PHASE I team leader has the responsibility for effectively informing all potential team members about the program and its possible direction in order to provide them with enough information to enable them to make an intelligent decision about whether to participate.

The ideal pilot group would be one or two teams of three to five administrators each. These "early adopters" should be those who are likely to be successful in the program as judged by their past involvement in district activities, and who are accepted as leaders by their peers. Their success could then be expected to have an influence on other district administrators if the program is to be expanded. Some of the early participants should be deliberately recruited as potential "second echelon" team leaders in subsequent expansion of the program.

c. Establish Direction

Together with the team leader, the pilot group, once established, should conduct a needs assessment to determine what each member of the self improvement group will be working on during the period of the project. There are numerous instruments which help to establish direction. The Self Performance Achievement Record (SPAR) (see Appendix A), developed by a CFK Ltd. task force, is one of the most easily followed. Other ways to collect data might include:

--Administering the Purdue Teacher Opinionnaire for the purpose of identifying areas of staff concern.

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--Conducting simple surveys of parents, teachers, students, to pinpoint targets for improvement.

--Rank-ordering goals or objectives established by a district in terms of which are most important for a local community or the individual administrator.

--Use the CFK Ltd. Occasional Paper on Improving the School's Climate: A Challenge to the School Administrator (see Appendix A).

--Use the CFK Ltd. Occasional Paper on Improving the School District's Climate: A Challenge to the Superintendent (see Appendix A).

d. Organize and Conduct Team Activities

When problems have been identified, the team leader and other members of the collegial team may assist each other in the following ways:

--Setting of specific objectives for the self improvement project.

--Brainstorming ideas on activities to assist the individual in meeting the objectives decided on, and assisting individual team members in developing a plan of action.

--Providing a bank of human resources to which individual team members may turn for assistance and support.

A survey of ICE projects currently in operation indicates that the activities of these small groups tend to focus on the following:

1. Assistance in the establishment of objectives by peers.

2. Assistance in the self-monitoring process in terms of group-established checkpoints, time lines.

3. Peer-monitoring at various checkpoints for the purpose of providing a supportive, but objective view, together with a nonthreatening degree of accountability.

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4. Skill training in areas which have been found as worthwhile by some form of needs assessment.

5. Socialization and human support. Participants in small group activities not only learn some human relations skills through their participation, but also establish a climate of trust within the group. Efforts toward solution of common problems make it easier for them to give and ask for understanding and help without feeling threatened.

6. Sharing of in-group expertise. Even in a small group of three to five administrators, there are resources to be shared with other members of the group. An analysis of what each member of the group has to offer to other members of that group, and later through the district coordinator to other groups could provide the beginning of a valuable resource file. Experience in the ICE program has revealed an evolutionary process where team members have become more reliant on each other than on outsiders, and where a close, sharing, supportive collegial atmosphere has, indeed, been created.

Another CFK Ltd. Occasional Paper, Administrator Renewal: The Leadership Role in Collegial Team Development, by Vivian Geddes (see Appendix A), is an excellent resource for developing and operating collegial teams.

e. Establish Time Frames

Administrators find it very difficult to schedule even those activities which they perceive as worthwhile to them. Consequently, it is helpful for the team leader and each beginning group to establish a routine time for regular meetings, as well as less frequent checkpoints to determine progress toward the achievement of goals. Meetings should be held at least monthly for regular sessions, with three to four "checkpoint" times scheduled during the year to evaluate progress toward goals.

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f. Keep Records

Too often, educators who are pragmatists and "doers" fail to keep a record of their "doing" and have little evaluative data to 1) determine the degree of progress, 2) make needed corrections, and 3) review with satisfaction. The leader and group members are all responsible for contributing to the data bank specific information which relates to the accomplishment of individual goals, and to the group process which accompanies the effort. This record may be as informal as a log or diary or even a set of minutes of each meeting; but it may be very valuable in determining what direction the program may take in the future.

g. Evaluate and Refine

The team leader should maintain a file containing the record of the activities of the PHASE I pilot group. At the checkpoints--or oftener--the group should evaluate the progress of the efforts toward individualized continuing education. Particularly in the initial stages of developing an administrator development program in a district, it is important to look clearly at successes and failures. If the program is to be expanded to include other administrators in the local district, participants should be encouraged to make concrete suggestions about projects which were and were not successful. As a result of their experience, they should be able to make intelligent recommendations in the form of an evaluation report summarizing the activities of the year and suggesting future direction. Some form of evaluation should take place in a relatively formal fashion under the organization of the team leader at the end of the PHASE I pilot.

PHASE II. MAINTAINING THE ICE PROGRAM IN THE DISTRICT

Step 1. Evaluate the Quality of Leadership

To maintain or improve the level of participation in the district ICE program, it is important for those in the pilot project to evaluate the quality of leadership. Step 2 of this paper provides information which may be helpful to the individual leader or pilot group in this assessment. If there is more

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than one leader in the pilot project, these leaders may work together in a kind of peer assessment, or they may work with their groups, asking that participants evaluate their performance in terms of the qualities described. Each district should determine through its participants if other qualities not listed are important to its program, or if some qualities have more weight than others. An evaluation of this kind might provide the framework for the ICE program of the initial group leaders for the second year of operation, giving them a focus for their own self-improvement targets.

Step 2. Evaluate the Effectiveness of the Present Program

One uncomplicated way of evaluating the effectiveness of the initial ICE program might be to interview representative participants, asking them to describe specific ways in which the program made them more effective, and encouraging them to critique the first year's operation adding suggestions for improvement. A compilation of these comments would provide a simple evaluation. The same kind of evaluation might be done within the small group setting.

Another subtle way of determining the effectiveness of the program might be to interview representatives of the larger administrative group, determining how much they have heard about the program and assessing their interest in being a part of an expanded program.

An unsophisticated but effective measure of the success of the program would be the number of original participants wishing to continue in the program (and the number of original participants who followed through in a less-than-satisfactory manner), the number of other administrators who express an interest in being part of an expanded program, and the number of original participants who are willing to accept expanded responsibility in terms of group leadership.

PHASE III. EXPANDING THE ICE PROGRAM IN THE LOCAL DISTRICT

Step 1. Establish Overall Leadership

In any school district where there are two or more small groups actively involved in an ICE program, there is a problem of coordination and communication

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which can best be solved by establishing district wide leadership. This leadership may be assumed by one individual (such as the district coordinator) to whom group leaders may pass on information as a means of cross-communication, or it may be handled by a team leader "council" which may designate one of its members as a leader.

As the program grows larger, including more administrators, the emphasis should continue to be on the individualized continuing education of each administrator with the small group as reference. However, a district-wide focus on a particular problem might make it possible for each administrator to develop his own growth plan consistent with his individual needs but resulting in more visibly improved education for all the students of that district than if all administrators were working on different areas of their own individual concerns.

Step 2. Encourage Wider Participation

Enlistment of more administrators into the program may take several forms. It is important to provide orientation of a general nature for all eligible administrators in the district. This might take the form of a slide-tape presentation or a general meeting at which the purposes and format of the program are discussed. "Testimonials" from participants in the first year's project usually have a strong effect on the peer group, particularly if the first year's participants were influence leaders. One group leader and a participant might briefly discuss some of the activities of the group, and outline possible future changes.

Following the general meeting, special invitations might be issued to those administrators who are more than casually interested to sit in on a meeting of the present ICE groups. These invitations may carry more weight if they are personally made by present members to potential participants with whom they have something in common. At the meeting to which the prospects are invited, the visitors should be encouraged to ask questions, make suggestions, and to apply the activities to their own situations. Prospects may then be asked to indicate their degree of interest, and be included in the formation of a new group or groups.

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Step 3. Form New Groups, Utilizing Members of Initial Groups as Leaders

From the pool of interested administrators, it is suggested that new groups of three to five members be formed around commonalities, such as similarity of personal growth objectives, nature of school population served, size or level of school, K-12 feeder areas or geographic site. Where possible, there is a definite advantage in utilizing those individuals who have shown a persistent interest in their own self-improvement as a part of the pilot stages of the ICE program to fill the role of group leader for the new groups thus formed.

Step 4. Maintain Ongoing Inservice for Leaders

Even as the ICE groups need to meet on a regularly scheduled basis for effective operation, the small group leaders need to be called together regularly by the district coordinator who should provide resources to insure their continued improvement as group leaders. At these regular meetings, they should have an opportunity to review or learn skills relating to their responsibilitites as group leaders, and described under PHASE I of this paper.

The district coordinator and/or team council should assume responsibility for the planning and delivery of this part of the program, which should be based on needs expressed by leaders, be reviewed periodically, and be summarized with recommendations on a yearly basis to provide the basis for future planning.

Step 5. Provide for Communication Between Teams

Since there will undoubtedly be similarities and differences in the study topics generated by the various goals and objectives established by the individuals in the various teams, it is important to provide opportunities at least twice yearly for all participants to share their experiences with members of other groups in the program. If the school district is extremely large, it may be necessary to divide the groups according to attendance areas, to subdistricts, to level of student served, or in any way in which the group may be limited to not more than fifty. It might be desirable to employ pair teaming in which teams from one area are paired with teams from another area for communication, cross

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fertilization of ideas, and out-of-group critique. A newsletter or minutes of group agenda might be circulated to provide for communication between large groups of individuals.

Step 6. Go Back to the Three R's -- Review, Re-Evaluate, Refine

Yearly the entire group, through its small group activities and team leader council should re-examine its activities to determine whether the total program's goals are being met. If the program does not materially add to the effectiveness of each participating administrator, and more importantly to the improved educational opportunities of the students in the district, it has failed in its purpose. It should not be too difficult to determine at least subjectively whether the program is useful if the objectives have been documented by some evidence of accomplishment. A plan for the continuation of the program should be developed which incorporates the recommendations made as a result of the evaluation effort.

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APPENDIX A

CFK LTD. PUBLICATIONS

OCCASIONAL PAPERS

*Brainard, Edward. Individualizing Administrator Continuing Education. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

*Brainard, Edward. Involving Educators: Six Ideas That Work. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

*Dillon, Elizabeth A.; Brainard, Edward, DeVries, Robert T.; and Hough, Charles K. Organizing and Expanding the Individualized Continuing Education (ICE) Program for Administrators in the Local School District. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

*Engbretson, William E.; Brainard, Edward; and Fox, Robert S. College Climate Improvement: A Challenge to College Administrators. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

**Fox, Robert S.; Boies, Herbert E.; Brainard, Edward; Fletcher, Edward; Huge, James S.; Logan, Cecelia J.; Maynard, William; Monasmith, James; Olivero, James L.; Schmuck, Richard; Shaheen, Thomas A.; and Stegeman, William H. School Climate Improvement: A Challenge to the School Administrator. Bloomington, Indiana: Phi Delta Kappa, 1974.

*Fox, Robert S.; Brainard, Edward; Carnie, George M.; Georgiades, William; Howard, Eugene R.; Kettering, Charles F. II; and Olivero, James L. The Principal as the School's Climate Leader: A New Role for the Principalship. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1971.

*Geddes, Vivian. Administrator Renewal: The Leadership Role in Collegial Team Development. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

*Hansen, Kenneth H. Individualized Continuing Education for Secondary School Principals: A Modest Model. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1969.

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*Houston, Clifford G., and Fox, Robert S. An Evaluation for Individualized Continuing Education Programs for School Administrators. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1971.

*Howard, Eugene R. Individualized Continuing Education for Secondary School Principals. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1969.

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*Howard, Eugene R., and Jenkins, John M. Improving Discipline in the Secondary School: A Catalogue of Alternatives to Repression. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1970.

*Kettering, Charles F. II. Marketing Educational Change. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1971.

*Lobb, M. Delbert; Brainard, Edward; Engbretson, William; Georgiades, William; Howard, Eugene R.; and Monasmith, James. The School Administrator: A Relational Leader of Communities. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

*Olivero, James L.; Geddes, Vivian; Hall, William D.; and Marr, Richard E. Self Performance Achievement Record (SPAR), 2nd Ed. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1973.

*Prince, Gerald L. School and Self Assessment Processes: A Guidebook for Administrators. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

*Shaheen, Thomas A., and Pedrick, W. Roberts. School District Climate Improvement: A Challenge to the Superintendent. Englewood, Colorado: A CFK Ltd. Occasional Paper, 1974.

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OTHER CFK LTD. RELATED PUBLICATIONS

**The Gallup Polls of Attitudes Toward Education 1969-1973. Bloomington, Indiana: Phi Delta Kappa, 1971.

****Prince, Gerald, and Carnie, George M. Toward the Human Element: Beginning Handbook for Change. Vol. 1, 2nd Ed. Golden, Colorado: Bell Junior High School, 1973.

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*May be ordered from Nueva Learning Center, P. O. Box 1366, Burlingame, California 94010.

**May be ordered from Phi Delta Kappa, Eighth and Union Streets, Bloomington, Indiana 47401.

***May be ordered from Parker Publishing Company, Brookhill Drive, West Nyack, New York 10994.

****May be ordered from Bell Junior High School, 1101 Ulysses Street, Golden, Colorado 80401.

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